Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - American Sign Language/Interpreting (AMSL)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The AMSL unit had faced some successes and challenges during the pandemic event. The obstacles we confronted were to transform from face-to-face to online classes. The transitions were not smooth for the AMSL colleagues due to the lack of emergency preparation, but they adapted their online teachings. Now the pandemic is over, one of the AMSL colleagues still uses online approach, and the rest are hybrid. Most of these classes met once or twice a week to practice ASL in class.

The challenges are the enrollment and online courses for the AMSL program. We are working on expand networking to recruit more students to enroll the Interpreting program in the San Diego community. The continuum is challenging for developing well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program. In the past, there were four full-time professors, the networking was effective among colleagues and their students, but now there is the only one full-time professor; it means the networking is small. The successes will be to hire two new professors to join the AMSL programs to expand enrollment and networking.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Distance education emerged in the AMSL curriculum.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
An ASL Space would be ideal for the Mesa community. The ASL space is a hangout place where students could practice ASL with Deaf students. It fosters language skills and cultural awareness.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Need for a faculty member in the ASL-English interpreting program
Before 2017, the AMSL Department had four full-time contract faculty and enrollment was healthy. By 2017, two contract faculty had retired and have yet to be replaced. The last full-time faculty member retired in 2020, and since that time, the program has increasingly had to rely on adjunct faculty. Relying on adjunct faculty does not create consistency in student learning or allow the program to meet its unit goals. The change in faculty and resulting decrease in enrollment is illustrated by the dashboard data below.

Faculty FTEF:
- Fall 2019: 1.77 FTEF Contract and 1.77 Adjunct
- Spring 2020: 1.60 FTEF Contract and 1.07 FTEF Adjunct
- Fall 2020: 1.00 FTEF Contract and 1.60 FTEF Adjunct
- Spring 2021: .47 FTEF Contract and 2.27 FTEF Adjunct
- Fall 2021: 1.00 FTEF Contract and 1.80 FTEF Adjunct
- Spring 2022: 1.00 FTEF Contract and 1.07 FTEF Adjunct
- Fall 2022: 1.00 FTEF Contract and 1.80 FTEF Adjunct
- Spring 2023: 1.20 FTEF Contract and 1.27 FTEF Adjunct

Enrollment: The reduction in contract faculty has affected enrollment. Since 2020, after the most recent ASL Studies program

contract faculty retired, enrollment has gone from 494 to 318, a 64% decrease in numbers. The number of sections for ASL 1 has been reduced from five to three per year. The number of sections for ASL 2 has been reduced from three to two. The number of sections for ASL 3 has been reduced from four to only one per year.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Campus Success Rate: 73.2%
School Success Rate: 73.2%
Program Success Rate: 71.5%
Course Success Rate: 71.5%

The disproportionate impact is yes.

The equity gap between Black/African Americans and Latinx needs to improve, and the rest looks OK.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The Deaf community is encountering a shortage of professional interpreters, and it is difficult to find ones who are available or willing to be on campus.

In the past, I asked for feedback on how to improve the AMSL program review but received none. It is frustrating to invest my time in enhancing the AMSL program. “Outcomes Across Campus” lacks something information regarding the AMSL programs because they are ignorant of the ASL Studies and ASL-English Interpreting programs that can enrich the Mesa students to broaden their perspective and talents.

It is common for students not to be aware of the AMSL programs because they assume it is just for a transfer or a language credit, nothing more like employment opportunities.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
The ASL Studies program is ready for curriculum enhancement and innovation. However, the excessive amount of work required of the single faculty member in the program limits the opportunity for innovation or partnerships with other campus programs. (Goal #2)

What other factors (internal or external) might also impact the above data trends and equity gaps?
An additional ASL faculty member is needed to sustain and expand the ASL Studies program. Currently, a co-chair from another department is working with the current ASL Studies faculty member to share the load of managing the program. One faculty member is not sufficient to teach the AMSL courses and function as department chair. (Goal #2, #3)

Without an additional ASL faculty member, the ASL Studies program is in danger of closing due to low enrollment, as recent data has demonstrated. This will endanger the enrollment of the ASL-English interpreting program, which is critical to meet the projected need for interpreters through 2031. (Goal #4)

ASL is the second most popular language in the district with a current enrollment of 565 students. In order to meet this demand, an additional ASL Studies faculty member is needed. (Goal #1)

The Mesa ASL Studies program is in a unique position to support the direct pipeline into the ASL-English Interpretation program. This program provides students with the language base that is required prior to beginning the interpreting program. An additional ASL Studies faculty member would support the growth of both the ASL Studies program and the ASL-English Interpretation program. (Goal #4)

Summary and Reflection

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
2023-2024 Update:

Summary: Successes
There is an 80% Fill Rate. The enrollment is 337.

Challenges
In the past, there were at least two sections of AMSL 121. The Fill Rate looked good. After the COVID-19 pandemic, the enrollment was getting smaller. After the pandemic it seems that it shifts the interests among the students. The students' interests has shift into technology like social media.

The result is there is one section in the spring. The need is to have two sections every semester: one in the daytime and one in the nighttime.

The administers decided that the section of AMSL 121 reduced to one because the enrollment does not look appealing. However it will impact the ripple effect for AMSL 220 (ASL 3) and 221 (ASL 4). There was 18 students when they took AMSL 220 in fall 2022 because there were two sections of AMSL 121.

The need is to improve marketing in the AMSL program. It is customary that students do not know about the ASL job opportunities. It will help their resume that they have some skills in sign language.

It is essential for expanding full-time faculty in the AMSL programs because there are two: American Sign Language Studies and ASL-English Interpretation. It will create more diversity and networking in the AMSL community. The marketing is challenging because Deaf people are invisible to society. Outreach is the key to promoting awareness. For example, there used to be four contract faculty.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
2023-2024 Update:

The enrollment trends has getting smaller. One section of AMSL 121 canceled in spring 2024.

In Fall 2023, Eight out of twelve sections were above 80% in the Fill Rate. AMSL 220 has 18. AMSL 230 has 16. AMSL 235 has 15.

In Fall 2021, there were 12 students for AMSL 220, 230, and 235.

That shows improvement.

The modality has changed. The campus has 24 students. The combination online/campus has 144 students. The online asynchronous has 109. The online synchronous has 60 students. Three out of four modalities are above 80%.
The comparison between 2018/19 and 2022/23 showed that the online modality has increased from 46% to 72%. The on-campus was from 75% to 41%.

There are no differences among African American/Black, Native American, Asian, Filipino, and White. The increase in Latinx has increased every semester. The patterns of enrollment have decreased. This year it increased.

Summary and Reflection

The 18-24 age in the student characteristic has high percentages. The 25-29 age came in second. The 30-39 age came in third. The patterns remain the same.

The patterns in the First Generation show the same. There is a high percentage in the primary language. Other than English shows a decline from 5% to 3%. The number of the Military/Veteran has increased from 10% to 13%.

The number of first-time students increased high between 2018/19 and 2022/23.

The course success rate remains the same; the average percentage is 73-75%. The course retention rate is 87-88%. The program GPA shows ups and downs, but the percentage is adequate because in 2016/17, it was 2.76. Between 2019/20 and 2020/21, it increased one percent. From 2021/22, the number showed up and down. The grand total is 2.86. The average units completed showed a decline, but in 2022/23, it showed some improvement. The grand total of the average units completed is 14.23.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
2023-2024 Update: The community outreach needs to focus on improving marketing. The job opportunities in the AMSL programs need to be part of the career fair.

I am not sure. However, both internal and external might impact the above data trends and equity gaps due to the recruitment, hiring, and retention practices.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
1. Describe the successes and challenges your unit has faced since the last comprehensive review.

Successes: A full-time contract faculty member was hired to teach and manage the interpreting program and support the one ASL faculty member in managing the overall program.

Challenges: Our program does not have enough FTEF to continue offering the same number of ASL classes AND run two cohorts of the interpreting program at the same time. If the interpreting program cannot offer classes for a new cohort to begin, it will damage the perception of the program in the community. It is also likely to be less attractive to students and we may lose them to the other local interpreting program which does offer classes to begin a new cohort every year.

2. If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

Course outlines for one ASL program course and all interpretation program courses are being updated. They are in process so impacts have not been seen yet.

3. If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.

Only one goal has an action plan identified, Goal 3: Increase outreach to San Diego County high schools to educate them about the ASL Studies program and interpreting as a career. Tables happened at an ASL event at Grossmont College, at Madison High School job fair, at the San Diego DeaFestival, and at Welcome Week at Mesa College. We had one planned for ASL Immersion workshop but both people who were supposed to be at the table were sick or had emergencies and the table was canceled.

Summary and Reflection

The new contract faculty member hired for the department is assigned to increase outreach to grow the program. If there are enough FTEF for a new cohort to begin the ASL-English Interpretation in the fall without reducing the number of the feeder classes in the ASL Studies program, the new contract faculty member will visit local high schools with ASL classes and educate them about the ASL and interpretation programs at Mesa College.

New agreements are in process for Mesa ASL courses to be taught by our adjunct faculty members at two local high schools, Kearny Mesa High School and Clairemont High School.

Hiring a new contract faculty member has provided support to the one other contract faculty and has allowed discussions with Strong Workforce to take place regarding ways to expand the interpretation program. It has also supported updates to the ASL and interpretation course outlines.

4. If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Outcomes were reviewed and edited for accuracy this semester. CLOs were mapped to PLOs which were mapped to ILOs.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

1. Trends observed in program/service area's data.

Overall course success rate over the last year (2022/23–2023/24) appears constant:

2. Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)?

The table below illustrates the ethnicity, age, and gender equity gaps at the the ASL Studies Program level, the ASL-English Interpreting program. Equity gaps at the college level are included for comparison. The Percentage Point Gap method was the equity method used to determine the percentages.

Disproportionate Impact (PPG-1 Method, all terms)

	ASL Studies		ASL-English Interpretation		Mesa College	
By ethnicity	-12.8%	Black/African American				
	-6.8%	Latinx	-9.20%	Black/African American		
	-7.6%	Latinx			-7.5%	Latinx
By age	-3.4%	Age 18-24	None		-3.8%	Age 18-24
By gender	-7.0%	Male	-3.2%	Female	-3.0%	Male
					-2.0%	Non-Binary

Recruiting more students of color, more males and from the 18-24 year old age group for the ASL Studies program and the ASL-English Interpretation program are goals for the next year.

3. Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Since there was only one contract faculty member for the AMSL department, there was no CLO assessment data reported for 2023-2024. Thus, discussions about outcomes assessment did not occur.

Summary and Reflection

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
CLOs were edited for accuracy and completeness this year, and benchmarks were discussed and updated. All CLOs are now mapped to PLOs. All PLOs are mapped to ILOs. The timeline for assessing CLOs was also established.

Since there was only one contract faculty member for the AMSL department, there was no CLO assessment data reported for 2023-2024. Thus, connections to unit goals/action plans/resource requests were not made.

However, outcomes for all of the AMSL programs' courses will be completed by the end of spring 2025, which puts the department right on schedule. Some of the department adjunct faculty attended a brief training on how to assess their outcomes and the contract faculty will be available to answer further questions as they assess their CLOs. Faculty have been assigned their outcomes to assess, and contract faculty will follow up to ensure they are completed. We are projecting a better outcome for outcomes assessment than we were able to achieve in the past.

Discussions about outcomes assessment results will occur in the department in Spring and Fall of 2025.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
1. Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

We need to do more recruitment of students of color. We have done some outreach, but not targeting specific populations. We have plans for reaching out to high schools where ASL is taught, especially ones that serve students of color. We have a strategic method for reaching out and staying in touch with these programs.

2. What other factors (internal or external) might also impact the above data trends and equity gaps?

The two full-time faculty are white women, and most of the adjunct faculty is white. We currently only have one adjunct faculty member who is biracial and male.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
Describe the successes and challenges your unit has faced since the last comprehensive review:
Outreach efforts were successful. We tabled at different events, created an interpreting program brochure and video and held an open house. This resulted in a healthy enrollment for the first cohort of the program (AMSL 230 and 235).

Our biggest challenge continues to be not enough FTEF to offer the classes we need to grow the program, including CCAP classes. Another challenge has been not having a clear strategy for when we offer classes to maximize enrollment. We are developing a strategy for course offerings that will grow the program, but we need to be able to offer the classes we deem necessary.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review:
We made minor curriculum changes to AMSL 155, 230, 235, 240, 245, 250, 255 and 276 to update the courses and bring them in line with current best practices in interpreter education. We are now in the process of converting to a new curriculum for all the ASL language courses (ASML 120, 121, 220, 221) and working with adjunct teachers on how to use the new curriculum. In addition, we are working with the LRC to ensure that the interpreting program courses are zero-textbook cost courses. Some CLOs for courses will be modified this year.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation:

Summary and Reflection

No new resources since Year 3 update.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question:
As of the end of this semester, outcomes for all the courses in the program will have been evaluated, results posted in Nuventive, and discussed as a department. The next step is for all faculty to put their assessement prompts, rubrics, results and student samples into a sandbox Canvas course so that we can work together to develop standardized assessments, particularly for the ASL studies courses.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Trends observed in program/service area's data:
In both terms, the program is primarily composed of younger students, though the distribution shows some slight shifts:
18-24 Age Group: This is the largest cohort in both terms, making up 59.3% (163 students) in FA25 and 57.8% (130 students) in SP25.
25-29 Age Group: This group holds steady at 19.6% in both terms (54 students in FA25, 44 students in SP25).
Other Adult Groups:
The 30-34 group was 8.0% in FA25 and 8.4% in SP25.
The FA25 term had measurable groups for 35-39 (4.0%) and 50 and > (3.6%), while the SP25 term had a measurable group for 40-49 (5.3%).

Other trends and equity gaps are discussed below.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.):
Based on the available data, the equity gaps in AMSL courses by student gender are as follows:
Female students have a positive equity gap of +29.10 %, indicating they are significantly overrepresented in AMSL courses compared to their overall enrollment share.
Non-Binary students show a positive equity gap of +0.98 %, also indicating overrepresentation.
Unreported gender has a positive equity gap of +0.74 %.
Male students have a negative equity gap of –10.06 %, meaning they are underrepresented in AMSL courses relative to their overall enrollment share.
The group with no reported gender label has a negative equity gap of –20.76 %.
Female students are the most overrepresented, while male students are notably underrepresented in AMSL courses.

Ethnicity Distribution in the AMSL Program:
The student population in the AMSL Program for the FA25 term is distributed across ethnic groups as follows (Overall Headcount of 225 students.):
Latine students make up the largest group by far, accounting for 135 students, or 49.1% of the total headcount.
White students are the second largest group, totaling 66 students, or 24.0% of the total.
The remaining groups are significantly smaller:
Multi-Ethnicity accounts for 24 students (8.7%).
Black/African American accounts for 22 students (8.0%).
Asian accounts for 21 students (7.6%).

The student population in the AMSL Program for the Sp25 term is distributed across ethnic groups as follows (Overall Headcount of 275 students.):
Latine students constitute the largest group, with 87 students, representing 38.7% of the total headcount.
White students are the second largest group, totaling 76 students, or 33.8% of the total.
The remaining significant groups are:
Multi-Ethnicity: 24 students (10.7%).
Black/African American: 17 students (7.6%).
Asian: 11 students (4.9%).

Summary and Reflection

The data also notes that results are only displayed when counts are 10 or greater to protect data privacy.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data:
The outcomes assessment results were very good: 100% of targets were met. Discussions included the possibility of raising the benchmarks for our classes. However, first, the next step for all faculty is to put all assessement prompts, rubrics, results and student samples into a sandbox Canvas course so that we can work together to develop standardized assessments, particularly for the ASL studies courses.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
All outcomes in the ASL Studies and ASL-English Interpretation program were assessed last acadmeic year, except for one course that wasn't offered. It is being offered this fall, so the outcomes will be assessed and put into Nuventive. We were able to get results for each course, share them with the adjunct faculty, and are working together to improve our course assessments so they are more standardized.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
We did not do enough last year to intentionally promote the program to Black/African American and Asian students.

What other factors (internal or external) might also impact the above data trends and equity gaps?
We could do more intentional recruitment of Black/African American students and males at the high schools and at community colleges, including Mesa. In order to do so, we would need to recruit similar students to help with outreach efforts.

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.
Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Increase the number of AMSL Studies sections

Unit Goal: Goal 1: Increase the number of sections (FTEF) for ASL Studies classes.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Offer ASL courses at Kearny Mesa High School and Clairemont High School to increase enrollment in Mesa ASL classes. Work with our Dean to ensure we have enough FTEF to offer a robust number of classes that will lead to increased enrollment in the ASL-English Interpretation program. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/18/2025 **Action Plan Update**: We were not given enough FTEF to offer high school CCAP classes. Increasing the number of AMSL studies was only mildly successful. In the 2024-'25 school year, we were only allowed enough FTEF for 17 sections of AMSL courses. In the 2025-'26 school year, we have been allowed enough FTEF for 19 sections of AMSL courses. We aren't allotted enough FTEF to grow the program like we would like. The AMSL faculty is developing a proposal for a schedule of AMSL courses to be offered over the next few years in order to build a strong pipeline of ASL Studies students who are prepared to enter the interpreting program. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/05/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Conversations have already begun with Mesa's CCAP program and adjunct faculty to teach courses at local high schools. The Dean is aware of our needs to offer more sections of courses in the ASL Studies program and is committed to supporting us. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered

Goal 2: Continue to improve the AMSL curriculum

Unit Goal: Goal 2: Continue to improve the ASL Studies and ASL-English Interpretation program curricula.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Update course outlines to make them more current. Make updates to the curriculum and curricular materials, keeping equity, diversity and inclusion in mind. Ensure curriculum creates clear pathways to entering the workforce and beginning a career, especially for disproportionately impacted groups. Explore zero-cost materials for students. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/18/2025 **Action Plan Update**: Course outlines were updated and approved for AMSL 155, 230, 235, 240, 245, 250, 255 and 276. They will be in effect Fall 2026. Zero textbook costs have been explored for AMSL 120, 121, 220 and 221 but will not be adopted at this time. ZTC and OER materials are being explored this semester for AMSL 230, 235, 240, 245, 250, 255 and 276 courses. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Goal 3: Increase outreach to ASL students

Unit Goal: Goal 3: Increase outreach to ASL students at San Diego County high schools and colleges (including Mesa) to educate them about the ASL Studies program and interpreting as a career.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)

Unit Goals, Action Plans, and Updates

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** The AMSL department will have a booth at Job Fairs at high school and college campuses. Dates for job fairs will be researched. We will visit high school and college ASL classes, if possible, and bring along interpreting students, students of color, and Deaf individuals to help recruit students and inform them about interpreting as a career. We will send recruitment materials, inform them about the San Diego Promise program and scholarships that can support them on their educational journey. Mesa College faculty will inform their ASL students about interpreting as a career. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024	**Submission Date**: 11/18/2025 **Action Plan Update**: We did not visit high schools, but met with the ambassadors who go to high schools and shared information and swag from our program for them to take when they do outreach at high schools. We had a table at a high school counselor's event at Mesa, and we have obtained a high school counselor's list so that we can contact counselors this year directly. We tabled at various events last year to recruit ASL students from nearby colleges. We held an open house to promote and inform ASL students from Mesa and other colleges about our program. We are continuing to promote the program to Grossmont College, Southwestern College, and UCSD through various events. We intend to host another open house this year. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Goal 4: Continue to develop well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program.

Unit Goal: Goal 4: Continue to develop well-prepared ASL Studies students as a means of supporting the pipeline into the Mesa ASL-English interpreting program.

Goal Status: Archived

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Goal 4: ASL community space

Unit Goal: Goal 4: Provide an inclusive space for students and faculty to build an ASL/Deaf community on campus.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and

administrative units (✓)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** This space conversation is happening with our Dean, who is checking with other Deans, and will discuss with overseeing VP (Isabel O'Connor). If an appropriate space is located, we will supply it with furnishings, equipment and materials to make it a welcoming, educational, and inclusive space for AMSL students, Deaf students, and AMSL faculty. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/18/2025 **Action Plan Update**: An appropriate space has not been located. More access for Deaf faculty and students still needs to occur on campus. Although some accommodations have been made, changes are insufficient. There is no real emergency notification plan for Deaf faculty who are teaching in classrooms. Suggestions were provided to facilities for accessible equipment (https://www.atlasied.com), but the device has not been provided. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered

Goal 5: Deaf lecture series

Unit Goal: Goal 5: Present a Deaf lecturer series at Mesa campus

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and

administrative units (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** With funding provided by the award of an Innovation Grant (or other source), a respected scholar from the Deaf community will be contacted to present a lecture on campus for the campus community. Arrangements will be made for a stipend, and any other costs associated with bringing the lecturer to campus. Plans will be made through the events portal to support this activity. This will happen once in Spring 2025 and once in Fall 2025. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 11/18/2025 **Action Plan Update**: The Innovation Grant for this goal was not awarded. Instead, our Deaf faculty member will present on the impact of Deaf women throughout history during Women's History month in March. Additionally, our department will be hosting an ASL Fun Day on campus in March. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered

Goal 6: Scholarships

Unit Goal: Goal 6: Award scholarships to the top graduating interpreting students to pay for interpreter certification exams.

Goal Status: Archived

Beginning Year: 2024 - 2025

Projected Completion Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Upon receiving funding from an Innovation Grant, we will select at least two top students from the interpreting program to award scholarships to support them in paying for interpreter certification so that they can become certified and join the interpreting work force. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/18/2025 **Action Plan Update**: The Innovation Grant was awarded for this goal, but the goal ended up not being feasible as students are not ready to take an interpreter certification exam. Instead, with agreement from the Foundation, the money was used to support current interpreting students' learning by providing mock interpreting experiences in the classroom. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Goal 7: Interpreting Apprenticeship

Unit Goal: Goal 7: Create a pathway for interpreting students to enter the workforce by establishing an interpreting apprenticeship program

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Work with the Strong Workforce Program, the regional consortium of apprenticeships, curriculum committee, and employers of interpreters to create an apprenticeship program for interpreting students. The partnerships and funding will be secured in 2025 and begin in Spring 2026. If curriculum changes are needed, it may not be able to start until Spring 2027. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 11/18/2025 **Action Plan Update**: An apprenticeship program plan has been drafted, and a subsequent meeting held with the Program Manager of Career Education & Workforce Development at SDCCD to discuss how to move forward with the plan. An expanded industry advisory committee meeting will be held in January to connect with employers of our graduates to build partnerships in creating a pathways for them to the workforce. A pre- meeting planning meeting is scheduled in December to prepare for the January meeting. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Increase adjunct pool

Unit Goal: We would like to increase our adjunct teaching pool to be prepared for expansion of the program. This will include orientation of adjuncts to the current curriculum in the ASL courses so that students have a strong foundation for future courses in the program and careers in the San Diego community.

Goal Status: Active

Beginning Year: 2025 - 2026

Projected Completion Year: 2026 - 2027

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)